

Better Homes and Centers



Michigan Department of
Social Services
Division of
Child Day Care Licensing

No. 4 -
Program Part 1: School Age

SCHOOLS OUT! NOW WHAT?

By Dan Hodgins, Instructor, Mott Community College
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It's 3:00 P.M. The preschoolers you care for are rubbing the nap from their eyes and struggling with shoelaces and blanket folding. You supervise these tasks as you organize snack preparations and ready materials for the children's late afternoon activities. Just then, the front door opens and in come "the big kids." One child may be bursting with pent-up energy after a taxing day of struggling with pencils and papers; another may be tired and discouraged by a poor spelling grade; another may be bubbling with the pleasure of a new "knock-knock" joke, and eager to share it; all are probably hungry. How can a day care provider hope to meet this variety of needs on top of the complexities of dealing with the equally varied needs of preschoolers who have been in care all day?

Relax. Although it looks like a job for superwoman, there is a germ of a solution embedded in the problem. As a sensitive caregiver, you've already learned that children rarely develop uniformly and you've responded by creating a flexible program that preschoolers of all developmental levels can enjoy. This awareness of individual differences and flexibility will provide a strong foundation for expanding your program upward for the older — but equally unique — children. A few general principles will help.

School-age children are developing a sense of industry versus inferiority. Beginning about age seven, children enter a period that Erik Erikson in *Childhood and Society* has termed Industry vs. Inferiority. They try to gain a feeling of self-worth through pursuing and completing tasks. School-agers attack both play and work with a unique seriousness of purpose. When planning programs, adults must consider the child's seriousness of purpose and need for completion of tasks. The school-aged child enjoys working with real tools, sometimes in play, sometimes in the purposeful pursuits of the real world. This includes rules, but they still need a great deal of freedom of space, time, and choice. One way to meet this need is to allow older children to help you and the younger children with some of the afternoon routine. With supervision, a school-ager can perform simple cooking projects, read stories to youngsters, or shovel a snowy sidewalk.

To conquer feelings of inferiority, school-age children need to experience success they can recognize and that is recognized by others. They are concerned about how they compare with other people, and may not have had much

DIRECTOR'S CORNER

More attention now than at any time in recent years is being given to the development of child care programs for school-age or "latch key" children 6 through 12 years of age. There are over 2,500,000 school-aged children in Michigan. It has been estimated that over 50% of these children required either full-time care or before/after school care, due to one or both parents working. The number of children needing before and after school care is on the increase.

There is also a growing recognition that school-age children have needs that must be met during these time periods in order to facilitate their positive adjustment in preparation for adolescence and adulthood. Structure, guidance and direction, along with protection, are essential to their well-being. The key to successful growing through this age span is the balance between guidance and direction and expanding opportunities for independent thought and action.

As a regulatory agency, we too have to re-evaluate our expectations for centers providing care for school-age children. Currently, the Division is reviewing the school-age licensing component of the promulgated child care center rules in an attempt to determine what, if anything, we can do immediately to be more realistic in our expectations in the regulation of "latch key" programs.

There is general acceptance among those dealing with school-age child care programs that some minimum form of regulation is necessary to assure proper child supervision, child/adult staffing ratios, accessibility of emergency information and program guidelines.

The Division's objective is to remove all unnecessary regulatory barriers from the development of "latch key" programs. We wish to be a complementary component of such a program in order to encourage quality experiences for children in this age group. In so doing, I welcome any and all suggestions or recommendation any one of you would care to make. Your suggestions will be most helpful as we work together in response to the growing demand for school-age child care programs.

Ted deWolf, Director
Division of Child Day Care Licensing

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time to relate with peers in a busy school day especially since their school day may not allow time. A good school-age program will offer children many opportunities to form clubs and participate in group sports or games.

Intellectually, school-age children may still need concrete rather than abstract, symbolic experiences. Although school-age children are beginning to be interested in finished products, many will still care more about process. Like preschoolers they need encouragement to be imaginative, creative, and resourceful. Through **Active Play** children develop a feeling of self-worth, develop courage and self-confidence to try increasingly more difficult tasks and practice self-reliance and self-expression. Activities might include:

- *creating an obstacle course using barrels, tires, inner tubes*
- *using special accessories to enhance movement experiences (balloons, scarfs, can stilts, paper bags for elephant feet)*
- *keeping records and instruments available at all times for spontaneous movement*
- *formal games with rules and simple sports for older children.*

Through **Art** children can use real tools and materials to create products they feel proud of and which others will enjoy and admire. In addition to the paints and markers you already have for your preschoolers, try these:

- *clay, papier-mache, pottery*
- *needlework, knitting, crocheting, macrame*
- *constructions made of foil, toothpicks, wire*
- *drawings of ink, charcoal, colored chalk*

Blocks provide opportunities for children to master space and materials as they build towers, bridges that span the room or tiny structures with small table blocks. You can extend older children's block play by:

- *building towers out of different size boxes*
- *taking a field trip and then build what they see*
- *having children take photographs of their structures*
- *encouraging children to label buildings, numbers, and street names.*

Dramatic play at this age continues to give children a chance to step out of their own lives and become someone else for a short time. The difference is that older children's dramatic play is more complex with actual plots, scenes and characters. Children can do much of the planning, character selection, and scene recreation. Adults can be available to assist by asking questions to encourage children to expand their play. Activities might include:

- *gathering materials from local businesses for props (hospitals, beauticians, restaurants) (How about letting children write letters requesting these items and thank you notes for donations?)*
- *dramatizing a favorite story complete with costumes and props*
- *making puppets and stages and composing short plays*
- *putting on short musical variety or magic shows for younger children.*

Cooking develops the use of all five senses and children discover basic principles of physics, biology, and chemistry as they learn by doing:

- *plan and prepare a meal from menu to clean-up: make a list, shop, cook, set a table and enjoy it*
- *shell peas, scrape carrots, make applesauce*
- *write and illustrate a cookbook*
- *make a worm farm*
- *make a wave machine: fill a clear plastic bottle 3/4 full with blue water; add clear cooking oil to top, cap tightly, rock gently and watch the waves.*

School-age children have bodies that are still developing rapidly. Give those hungry children a nourishing snack after school. Encourage vigorous play in the fresh air and allow some quiet, private time for curling up with a good book or homework. Try not to fall into a television rut and avoid regimentation.

School-age children need experience in problem solving and in coping with people, materials, and tasks. School-age children are developmentally rule bound. They see things right or wrong with no in-between. Good programs for them will:

1. *Consistently enforce a minimum number of rules;*
2. *Provide plenty of things to do;*
3. *Allow children to make choices about materials and decide what they will do.*

Day care for school-age children must be seen in terms of the functions it serves. It provides activities, guidance, and human relations to children supplementing that available from the child's family, school, and community.

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HEALTHY KID'S DIET CAMPAIGN:

By: Kathleen Baxter, author, COME AND GET IT:
A Natural Food's Cookbook for Children

Getting kids to eat good foods can be easier than you think. Nurturing healthy growing children with healthful foods does not mean getting children to share our personal taste palates. Encouraging tasting experiences and a broader appreciation of foods is important, but eating a well balanced diet is the real concern. Here are some tips to start your HEALTHY KID'S DIET CAMPAIGN:

- **LISTEN** to your children and discover what they **DO ENJOY EATING**. Plan nutritious options on this list to start. Children don't tire easily of their favorite foods.

- **ADD NEW FOODS SLOWLY**. One unfamiliar food in a meal is enough challenge for children and adults. Offer two vegetables and let the child make a choice. A "no thank you helping" allows the child a choice of regular servings or bite size samplings.

- **SERVE MORE RAW & PLAIN FOODS**. Children appreciate simple tastes. Many foods are less pungent raw, more palatable and more nutritious too. Have you tried sweet potato sticks, peas in the shell, green beans, or turnips raw?

- Make "**SOFT SELL**" **INTRODUCTIONS** for new foods. De-emphasize the phrase "it's good for you". Instead, try facts and concrete thought pictures: "I think you might like this." "Oatmeal gives us fuel to run fast." "Lemons have a pleasant tart taste."

- **ENTER THE CHILD'S WORLD OF PLAY & FANTASY**. This is where they explore, learn and grow "Let's pretend we are giants eating clouds and trees (raw cauliflower and broccoli)." "Who would like a butterfly sandwich?" (Cut bread diagonally and arrange the sandwiches on a plate like wings.)

- **PLAN NUTRITIOUSLY OVERALL**. Breakfast, lunch, dinner, snacks and desserts should all be healthful. Then, children can gauge their appetites to their personal body rhythms and activities. If meals are delayed, serve a portion early as finger food or an appetizer: bran muffins, raw vegetables, fruit & cheese, etc. If the options are nutritious, you won't worry about a spoiled appetite for the main meal.

- Consider a **3-FOOD GROUP** emphasis for meal planning; group No. 1 - combines two of the traditional food groups (nuts, grains, & seeds) and (fish, fowl & meat), group No. 2 - vegetables, and group No. 3 - fruits. Every day plan to center a meal around each of these groups. Then, supplement with dairy products.

- **TEACH CHILDREN WHAT THE STAR PERFORMERS** are in their diets and what they do (proteins, carbohydrates, vitamins, minerals, fats and roughage). Informal meal discussions are an easy way to share this information. Very basic, child centered facts are most appropriate. **Protein** builds new cells. It's mostly found in nuts, seeds and grains or fish, fowl and meat. We need some each day to replace wornout cells. **Carbohydrates** or starches are energy fuels. We need lots of these. They are mostly found in fruits, vegetables and grains. They work best when they are fresh. **Vitamins and Minerals** are starters to keep our body systems working strong (blood, skin, nerves, etc.). These come in tiny amounts mostly in fruits, vegetables, grains, nuts and seeds. **Fats** are quick burning fuels and help some of the vitamins do their jobs. We need very little fat or else it makes us fat. It is found in mostly in meats, nuts and seeds. **Roughage** moves waste out of the body. It is found mostly in fruits, vegetables and grains. We feel best when we eat lots of roughage.

- **INVOLVE CHILDREN IN MEAL PLANNING AND PREPARATION**. Festive plates, old sundae cups, favorite bowls and glasses make a meal or snack a special event. Even the addition of paper straws can create a party atmosphere. Arranging fruits and vegetables with cottage cheese to resemble people, animals or characters can be fun. Try a daisy, ladybug or sunshine salad. Open face sandwiches lend themselves easily to children's artistry. Use whole grain (raisin, fruit or herb) breads with peanut butter or cream cheese plus some favorite toppings: (pineapple, bananas, strawberries, apples, pears, raisins & walnuts) or (cucumbers, grated carrots, cherry tomatoes, sprouts, green peppers, & sunflower seeds etc). Now create...

- **USE PEER POWER**. A child who deals easily with new foods can be the perfect stimulus for a finicky eater. Butt out, and let the good eater give his own soft sell.

- **RELAX & ENJOY YOUR MEAL**, this is a time for more than fueling. Share happenings and plans. Make this a happy time.



SCIENCE ALL AROUND

By Jan Brasser, Family Day Care Provider

Science is not just fun activities for children. It is a way of thinking, a way of solving problems. As adults we should keep in mind the steps of scientific procedure and plan science activities in relation to these steps.

1. **OBSERVATION:** Use senses to discover things, to raise questions, to recognize a problem.
2. **PREDICT:** Guess what will happen in what you are about to do.
3. **EXPERIMENT:** Try to find out why.
4. **RESULTS:** Observe what happens; make simple charts.
5. **CONCLUSION:** Compare results with your prediction. A wrong prediction can be a learning experience too.

CHILDREN THREE AND UNDER:

With young children the most important step is the first one, observation. They are usually very observant but need guidance to refine their skills. Observation is more than just seeing.

HEARING — Put different items such as water, toothpicks, Cheerios, washers in pairs of film canisters. Match canisters by sound.

TOUCH — Cut a hole in the side of a shoe box and glue pieces of different textured materials (flannel, carpet and sandpaper). Glue identical pieces on the lid, but in a different order and let child try to match.

SMELL — Put herbs or extracts in pairs of bottles or envelopes. Match by smell.

TASTE — Blindfold the children and have them taste contrasting foods (sugars, salt, lemon, orange).

SIGHT — Watch animals — pets in the room, bird feeders outside, ants on the sidewalk.

Very young children can just experience the different senses and try to describe them instead of matching or charting.

Use open-ended questions. Be sure you do not put preconceived expectations on the children. Let them use their thinking to come up with ideas. What kind of seed does the hamster like to eat the best? Which birds scare the others away when they come to the feeder? What does the fur of the gerbil feel like? Does he have an odor? Does the ant have an odor? How are these the same or different?

Let the children observe the weather every day. Make a large circular chart cut into pies with pictures of different weather, snowy, sunny, cloudy. Let the children point to the best description of the day.

Mix corn starch and water in small bowls. Give each child a bowl and let him feel it with his fingers (or even toes). Is it like water, like paper? Let them try to describe it.

Have water in clear plastic glasses. Let the children put drops of food coloring in each and watch without mixing.

After the food coloring has spread, let the children mix two different colors and observe. Do not be tempted to tell them about it, just let them watch and ask questions.

CHILDREN FOUR AND OVER:

Around the ages of four or five, children become ready to handle more scientific steps. They can now make predictions and do experiments. The key question here is "What do you think would happen if...?" Let them make guesses, but do not guide them to a guess you want them to make. Write down the guesses if the experiment will take a few days. You can do many of the same activities I described. But now, ask them to guess what will happen before doing it.

Cooking can lead to interesting experiments. Using a basic cookie recipe (like tollhouse cookies) make some dough, but do not add all the flour. Then give each child a small bowl with some dough in it. Have available a variety of items for them to add to their dough to make their own cookies, i.e. chocolate chips, raisins, oatmeal, powdered milk, bran, chopped nuts, coconut, peanut butter, etc. They can mix their cookies and eat the results.

After doing this a few times you can try some experiments. Have the children guess what will happen if you add lots of flour, a little flour, oatmeal instead of flour—whatever you dare to do as long as you do not mind some unconventional results. Experiment. Look at the results and compare: we thought the cookies with lots of flour would be bigger, but the ones with only a little flour are bigger. Isn't that interesting? Or, we thought the ones with lots of chocolate chips would melt and they did. Isn't that fun? You are setting the foundation for future thinking skills.

Weather experiments are fun, too. Take a wide mouth jar and fill it about 1/3 full with very warm water. Place a bag of ice on the top instead of a lid. Be sure the bag covers the entire top. Observe. You will not yet have a cloud, but you may get condensation on the sides of the jar. You may need to wipe it a little to see inside. Light a match and blow it out. While it is still smoking, uncover the jar, knock the match against the side so some dust particles go inside the jar (you can't see them, but they will be there) then quickly cover the jar with the ice. Observe. You will see the "cloud" begin to form and swirl around the inside of the jar. If you lift the ice, the cloud will escape. Tell the children the recipe for clouds is water warmed into steam, then cooled and mixed with dust.

Look around and you will find science in many areas. Have fun with it.



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MAGAZINES YOUR KIDS WILL LIKE

Like other things in life, kids' magazines aren't always what they used to be. Titles such as **Wow**, **Dynamite** and **Hot Dog** adorn the covers of newer offerings, whose pages mimic the eye-grabbing tactics used by television programs.

Old favorites have undergone face-lifts. Besides perking up their pages with bright graphics, modern magazines aim to lure kids away from the tube and back to the printed pages by publishing more stories, poems and riddles by youngsters. Kids take over whole pages on some magazines. One, **High-wire**, is written in large part by a network of high school students who are paid at professional rates.

Notwithstanding the renaissance, the choice is still between two basic types. General-interest magazines offer a mixed bag of reading—belief, factual articles on a variety of subjects, such as science, social studies and biography, leavened by short stories and poetry.

The other main type, the special-interest magazine, caters to readers with more than a passing interest in specific subjects, such as history or nature; it also includes general-interest articles, short stories and poetry.

All children's magazines strive to entertain their readers, and most attempt to promote reading and understanding as well. Paper and pencil activities, puzzles and riddles try to encourage logical thinking. Crafts and simple construction projects promote creative thinking.

Subscriptions to children's magazines average a little over \$10.

Most are sold by subscription only, but some are now available to news stands and in bookstores. Magazines for preteenage readers usually don't accept advertisements, but the new **Muppet Magazine** is an exception.

FROM TODDLERS TO TEENS

Magazines for preschool and young school-children rely on illustrations as much as text to get their points across. Brightly colored pictures and simple bold illustrations attract children at this stage.

Because parents must read the text aloud or coach a preschooler, good work, rhythm and repetition that hold a young listener's attention are things to look for when considering a magazine for a young child.

Another useful feature to look for is a "parents' page" or similar guide that tells adults how they can help children learn from the magazine's articles and activities.

EARLY SCHOOL YEARS. As children learn to read, they want stories with familiar words and some challenging vocabulary. Look for crisply written factual articles and lively stories about topics that appeal to a child's budding curiosity.

If a child seems reluctant to read, a magazine that stresses colorful visual material may stimulate his or her curiosity.

FOR OLDER READERS. By the age of 8 or 9, children often have special interests and preferences in reading. Consider their activities and hobbies. "Fanzines," general children's magazines that feature articles about stars of television, movies and music, are often popular with young teenage girls.

Publishers target their magazines for a certain age level, but you shouldn't take such labeling too literally. A child may enjoy a publication that is recommended for a younger or older reader.

GENERAL MAGAZINES FOR BEGINNERS:

Sesame Street (ages 2-6)

33 pp. Children's Television Workshop, P.O. Box 2896, Boulder, CO 80322 (10 issues, \$8.95). Big Bird, Bert and Ernie are among the familiar television characters featured in this magazine that teaches children prereading and premath skills and how to solve problems on their own. Includes a detailed teaching guide for adults.

Highlights for Children (ages 2 to 12)

44 pp. Highlights for Children, 2300 West Fifth Avenue, Box 269, Columbus OH 43216 (11 issues, \$17.95; sample copy \$2.25). "Fun with a purpose" is the goal of this well-known magazine. It emphasizes improving basic skills as well as such ideals as good manners and the importance of moral courage. Children age 9 and older can probably read the text on their own.

Humpty Dumpty's Magazine (ages 4 to 6)

48 pp. Children's Better Health Institute, 100 Waterway Blvd., P.O. Box 567, Indianapolis ID 46206 (8 issues, \$11.95; sample copy, 75 cents). Printed on dull white paper, articles and stories encourage children to develop sound health and nutrition habits. Illustrations are black and white or one color.

PEANUT BUTTER (ages 4 to 7)

24 pp. Scholastic Home Periodicals, P.O. Box 1935, Marion OH 43302 (9 issues, \$9.95). A few articles and stories accompany a hefty serving of punch-out, pull-out, and paper and pencil activities.

WOW (ages 4 to 9)

16 pp. Scholastic Home periodicals, P.O. Box 1925, Marion OH 43302 (9 issues, \$9.95). Strictly an activity magazine that encourages creative fun. Printed on heavy stock are games, magic tricks, posters, stickers/more.

Jack and Jill (ages 6 to 8)

48 pp. Children's Better Health Institute, 1100 Waterway Blvd., P.O. Box 567, Indianapolis ID 46206 (8 issues, \$11.95; sample copy 75 cents). This is a sister publication to **Humpty Dumpty's Magazine**, with general articles related to health and nutrition but with more non-fiction and fewer games.

Electric Company Magazine (ages 6 to 10)

34 pp. Children's Television Workshop, P.O. Box 2896, Boulder CO 80322. (10 issues, \$9.95). Intended for graduates of **Sesame Street**, this magazine is also based on a popular educational television show. It has a colorful format and stresses games, puzzles, and other activities to motivate readers.

Hot Dog (ages 6 to 10)

24 pp. Scholastic Home Periodicals, P.O. Box 1925, Marion OH 43302 (9 issues, \$9.95). A mix of general articles and activities, all abundantly illustrated to make reading fun.

Cricket (ages 6 to 12)

64 pp. Cricket Magazine, P.O. Box 100, Dept. K, LaSalle IL 61301. Attn: Lee Franklin (12 issues, \$17.50, sample copy, \$1). This unique and beautifully crafted magazine is for children who enjoy reading. The text consists of high-quality, original works by professional writers, with attractive illustrations.

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Ebony, Jr! (ages 6 to 12)

48 pp. Johnson Publishing Co., 820 S. Michigan Ave., Chicago, IL 60605 (10 issues, \$8; sample copy, \$1). Motivating children to learn about black history is a main editorial objective. According to the publisher, John H. Johnson, the stories and activities are "created to meet the needs and interest of black children" and "reflect the sights and sounds of their community."

Muppet Magazine (ages 7 to 14)

47 pp. Muppet Magazine, Telepictures Publications, Inc., 475 Park Av. South, 32nd Floor, New York NY 10024 (4 issues, \$6). Devotees of the Muppets will recognize the cast of characters headed by the imperious Miss Piggy. This humor magazine offers entertaining articles on show business personalities.

FOR OLDER READERS:

Dynamite (ages 8 to 12)

32 pp. Scholastic Home Periodicals, P.O. Box 1925, Marion OH 43302 (12 issues, \$13.95). A popular-culture magazine addressed to children who want to keep pace with changing fads and fashions.

Boy's Life (ages 8 to 18)

76 pp. Boy Scouts of America, 1325 Walnut, Hill Lane, Irving, TX 75062 (12 issues, \$10.80; \$5.40 for Boy Scouts). More than a showcase for scouting ideals and activities. This is the only general magazine that focuses on the interests of adolescent boys. The magazine includes advertisements.

Tiger Beat (ages 10 to 18)

80 pp. D.S. Magazines, 105 Union Ave., Cresskill, NJ 07626 (12 issues, \$11.95; sample copy, \$1.50). A photo-laden format and simple coverage of screen and music idols. In addition, brief articles cover fashion, exercise and nutrition, and other topics of interest to young teenage girls.

Young Miss (ages 12 to 17)

85 pp. Young Miss, Parents Magazine Enterprises, 685 Third Avenue, New York NY 10017 (10 issues, \$12; sample copy, \$1.25). For 30 years, the magazine has tried to serve young teenage girls as "a second best friend." Well-written articles on such subjects as fashion, TV celebrities, health and beauty, sewing, physical fitness and food are attractively illustrated with photos and drawings.

Highwire (ages 13 to 18)

80 pp. Highwire, Dept. P-R, 217 Jackson St., Box 948, Lowell MS 01853 (9 issues, \$6; free sample copy). This is an excellent source for news about what high school students are doing and thinking. Articles, written mainly by students, cover a wide range of subjects, including jobs, health problems, personal relationships and money management.

Seventeen (ages 13 to 19)

200 pp. Seventeen Magazine, Triangle Communications, Inc., 850 Third Avenue, New York NY 10022 (12 issues, \$11.95). This well-known magazine for girls sports a glossy format loaded with short features and articles emphasizing fashion, beauty, dating and adolescent problems.

MAGAZINES WITH A NICHE:

Your Big Backyard (ages 3 to 5)

20 pp. National Wildlife Federation, 1412 Sixteenth St., NW, Washington D.C. 20036 (24 issues, \$8.50; free sample copy). A profusely illustrated, large-print text introduces the wonders of nature.

Ranger Rick's Nature Magazine (ages 6 to 12)

48 pp. National Wildlife Federation (12 issues, \$10.50; free sample copy). Factual articles with excellent illustrations as well as suggestions for indoor and outdoor activities help children learn to enjoy nature and understand the importance of conservation.

Dolphin Log (ages 7 and up)

16 pp. The Cousteau Society, 8430 Santa Monica Blvd., Los Angeles CA 90069 (4 issues, \$10; sample copy \$1). Spectacular photographs, brief articles and activities focus on the interconnection between living organisms and rivers, oceans and other bodies of water.

National Geographic World (ages 8 and up)

36 pp. National Geographic World, Dept. 00383, Washington DC 20036 (12 issues, \$8.95; sample copy, \$1.15). Like its parent publication, *National Geographic*, this outdoor adventure magazine uses excellent photographs and basic text but adds some pencil and paper activities.

Odyssey (ages 8 to 12)

30 pp. Odyssey, 625 E. Street Paul Avenue, Milwaukee WI 53202 (12 issues, \$14.95; sample copy, \$1.25). Clear, straightforward discussions of stars, black holes and other aspects of astronomy make an intriguing subject easy to understand and enjoy.

Stone Soup (ages 8 to 12)

48 pp. Children's Art Foundation, P.O. Box 83, Santa Cruz, CA 95063 (5 issues, \$16; sample copy free). This quality literary journal includes stories, poems, book reviews and drawings by children.

3-2-1 Contact (ages 8 to 12)

40 pp. Children's Television Workshop, P.O. Box 2896, Boulder CO 80322 (10 issues, \$10.95; sample copy, \$1.25). To interest children in science, facts about physics, chemistry, astronomy and other disciplines are presented in a lively, entertaining fashion.

Penny Power (ages 8 to 14)

21 pp. Consumers Union, Dept. PAR, 256 Washington Street, Mount Vernon NY 10550 (6 issues, \$9.95; sample copy, \$1). The only magazine geared to teaching children how to make sound money-management decisions and protect themselves in the market place.

Cobblestone (ages 9 to 14)

48 pp. Cobblestone, 28 Main Street, Peterborough, NH 03458 (12 issues, \$16.50; sample copy, \$2.75). A highly attractive magazine that describes the "human side of American history." Each issue concentrates on a single theme (for example medicine, submarines or space travel) in brief but highly detailed articles.

Bananas (ages 12 to 18)

40 pp. Scholastic Home Periodicals, P.O. Box 1925, Marion OH 43302 (8 issues, \$9.50). Headed by an editor called Jovial Bob Stine, this magazine presents parodies, lighthearted advice columns, comics and other assorted good humor.

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RESOURCES

Come and Get It: A Natural Foods Cookbook for Children, Baxter, 128 pp., spiral, \$5.95, delux family/school edition. \$10.95. Children First. Parent/child nutrition workshops also offered by the author, call (313)668-8056.

Cooking With Kids, Ackerman, spiral, \$5.50. 76 pp., 1982, Gryphon House.

Science Experiments You Can Eat by Vicki Cobb, Harper-Row, 127 pp., \$3.95.

More Science Experiments You Can Eat by Vicki Cobb. J.B. Lippincott, New York, 1979, \$3.95.

Nature Activities for Early Childhood, by Janet Nickelsburg, Addison-Wesley Publishing Co., \$11.25.

Understand Your Child From 6-12, Lambert, C., New York: Public Affairs Committee, Inc., Pamphlet No. 144, reprinted 1970. Discussion of what to look for developmentally with the 6-12 year old.

Creative Crafts for Children, Benson, K.F., Englewood Cliffs, N.J. Prentice Hall, Inc., 1968. Lots of creative crafts for the school age child.

Rhythmic Activities for the School Age Child, Clark, C.E. Dansville, N.Y.; The Instructor Publications Inc. Helping the school age child exercise, move and respond with music and movement.

Activity Manual: Family Day Care. House, Texas: Neighborhood Centers - Day Care Association, 1969. A manual that was put together by Family Day Care providers on activities for the school age child in your home.

Let's Act the Story, Fitzgerald, B. Palo Alto, Calif.: Fearon Publishers, Inc. Helping children to "act out" with story dramatization.

School Age Child Care: An Action Manual by Ruth Kramer Boyden, Andrea Genser, James A. Levine, Micheele Seligson, Auburn House Publishing Co., Boston, Mass., 1982. A comprehensive guide to establishing a school age child care program. \$12.95. May purchase from "Toys-N-Things" - Resources for Child Caring Inc., 906 N. Dale St., St. Paul, Minnesota 55103.

SURVEY

In order to help the Division obtain more general information about homes and centers throughout Michigan, please complete this survey and return it to the address below. Your response will make us more aware of the state of the art and will ultimately be shared with you in a future issue. Use a separate sheet to expand your answers if desired.

Are you a family home _____ group home _____ center _____

How long have you been in operation? _____

Are you in a rural _____ small town _____ urban area _____

What age groups do you serve? _____

What is the licensed capacity? _____

How many children do you serve part time _____ full time _____ total _____

Approximate what % capacity do you operate? _____ 100% _____ 75 - 100%
 _____ 50 - 75% _____ 50% or below

Has your enrollment decreased _____ increased _____ or remained the same _____ from 1 year ago to today?

Do you have a waiting list? Yes _____ No _____ If yes, how many? _____

What fees do you charge? _____

Are you providing special services such as transportation _____ night time care _____ weekend care _____
 after school program _____ infant program _____ drop in _____

Have you added or deleted any of these services? Yes _____ No _____

If yes, which ones? Why? _____

Are you involved in a food program? Yes _____ No _____

If not, why? _____

Do you accept DSS tuition paid children? Yes _____ No _____ If not, why? _____

What ways have you found to cut costs? _____

Thank you for your cooperation in completing this survey. Please return to:

Judy Levine
 Division of Child Day Care Licensing
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PROVIDER'S CORNER



Many of you responded to the Division's survey found in the second issue of *Better Homes and Centers*. For those of you who wrote to us, thank you. For those of you who haven't yet, won't you take a moment, complete the survey and return it today? For your convenience, the survey is included in this issue. A few of you sent us some additional thoughts. The following is an excerpt of a letter written in response to the survey.

Ah, a few minutes of quiet, courtesy of "Sesame Street", in which to jot down thoughts.

To be a truly professional caregiver one must have a professional attitude. The mistake most caregivers just starting out have is that they are just babysitters. Wrong! We are much more than a sitter. We allow a child to mature and grow at their own pace. We provide loving care, attention and discipline to a child. But most of all we enjoy these children for the individuals they are.

For one to be taken seriously as a professional, one must look the part. Do you greet your charges in the morning fully dressed, makeup on and a smile on your face, or do you still have the ratty housecoat and yesterday's makeup on? How you perceive yourself is how others will perceive you. Think positive, look positive and act positive.

I have found that every time I consider a padded cell because of Day Care Burn Out, one or two things are needed:

1. Don't be afraid to take a day off. If you can't find a substitute caregiver, seriously consider taking a day off without pay. This time off for yourself restores your self image faster than any amount of money. When was the last time you treated yourself to a lunch out?
2. If time off is not economically feasible, try ordering pizza in for everyone or have one of your parents McDonald's it and bring it to your house for all the kids. This type of treat goes a long way for both you and your kids. Another idea is to invite a friend over for a special lunch or coffee hour. Don't build the time up too much for yourself. It seems 80% of the time I plan something a munchkin or two decides not to sleep. No problem, my friend just joins in and rocks and diapers with me. It's another adult and we still manage to share a cup of cold coffee and a few words.
3. If you can't get out during the day, take a night out for yourself. Enroll in a night class, go to church, shop or just spend an hour or two in your local library. It's an alternative I found that works best for me.
4. Update your resume and send out a mail campaign. I recently used this to discover what I was worth. If I went back to work as an office manager my salary (\$16,500), less child care and other out of home expenses, would equal what I am currently making as a Child Care Provider. By going back to work on the outside, I would lose all my business write-offs. This mail campaign did wonders for my ego. Not only that but I had responses to my resumes requesting Child Care!

I have been told by people — teachers, parents, pediatricians, and friends that I do a very good — very professional job. My "kids" are the ones I really believe. When they are happy, and eager to come to Monna's then I know it is all worthwhile.

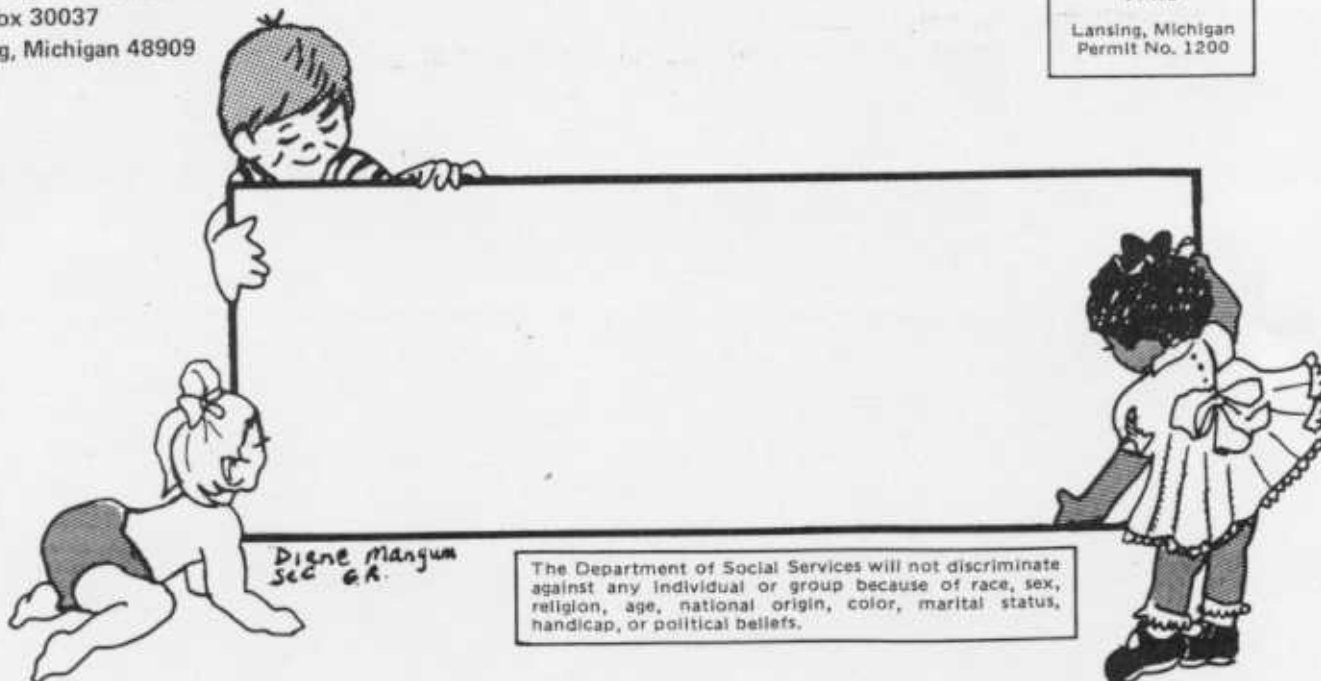
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